THE TRAINING AND EQUIPMENT OF THE HIGH SCHOOL TEACHER OF ENGLISH IN THE STATE OF NORTH CAROLINA

FERN JOANNA CURTIS

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THE TRAINING AND EQUIPMENT OF THE HIGH SCHOOL TEACHER OF ENGLISH IN THE STATE OF NORTH CAROLINA

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This is a period of change. Throughout the schools of the world radical reorganizations are being made. Subjects long honored and esteemed as the backbone of the curriculum are being ruthlessly thrust out, while formerly unpopular studies are being precipitated into their places with a rush. New subjects are being created, to find themselves popular at birth. Greek has practically disappeared from the public high school; the stronghold of Latin is beginning to totter; geometry is seeking to justify its existence. Not only are subjects in the curriculum being added and dropped, but within those very subjects is the reorganization going on. In each study those phases of work which can not demonstrate their usefulness to society are mercilessly being cast out.

The subject of English has not escaped notice during this period of house-cleaning. Scientific investigators are asking embarrassing questions. Why not spend more time on modern literature? Why teach the classics? Why spend four or five weeks on some book which any high school child could assimilate in two days of recreational reading, a book such as "Ivanhoe" or "Treasure Island"? Why teach formal grammar? The questions have been coming thick and fast.

But English teachers, as a class, are inviting this scrutiny. Earnest and sincere in their efforts, they are striving to learn what material to discard, what to add, where to place the greatest emphasis, what methods to dismiss, and what methods to introduce.

In seeking light on the above problems, we must first of all know toward what we are striving. Few question the right of English to the large amount of time it now occupies on the school schedule; rather, the importance of the subject is generally recognized and its prominent position felt to be justified. What has been and is being questioned is the goal of English teaching. Up until recent times the study of the mother tongue has been pursued in a vague sort of way; we have not been exactly sure of just what the aims and objectives of English teaching should be. Now, being questioned, we are trying to determine scientifically the values and purposes which should obtain in the teaching of English in high school. We are seeking specific aims and values which may be used as criteria in ascertaining what should be taught in English and what should not, which methods to employ and which to discard, the alottment of time, the placement of emphasis, and the solutions to all those other problems which this recent scrutiny is placing before us. So far, as a result of our efforts, the subject is no longer aimless and vague in its values and purposes.

True, we are not entirely agreed as to what these are, but the aims as a group all point in the same direction.

However, the determination of objectives and values does us little good if in our teaching of English the results of the determination do not function. The aim of English teaching practically should decree the content of the course, the organization of the material, and the proper method of presenting the subject. Too often it is merely an aim, pigeon-holed as soon as discovered, never incorporated into the English body. Only when the organization of the subject matter and the manner of teaching are such as to attain those determined values and purposes, can the teaching of English ever hope to be effective.

Surely if anyone should know the aims of English teaching and how to achieve those aims, it should be the teacher of English. The high school teacher of the mother tongue should know what to expect of adolescent children, what material to give them, and how best to give it. She can not know this without proper preparation. She must be trained for her job just as doctors and lawyers and other professional persons are trained. And so we come to the very pertinent question: What training should an English teacher have?

In an effort to answer the above question, I am writing this paper.

I have limited the subject so that the question stands:

What should be the training and equipment of a high school English teacher in the state of North Carolina? Seeking to solve this problem, I have made a study, the procedure and results of which I now propose to give. The scope of the study embraces the following:

I. Opinions of leading instructors of high school English teachers regarding specialized training for the teaching of English in the secondary school.

2. A study of the training of representative North Carolina high school English teachers.(Drawn from the study of M. C. S. Noble, Jr., which in turn is a study of records submitted for certificates)

3. A very brief statement of the opportunities for training in some other representative states.

4. A catalogue study of opportunities for training in the four year colleges of North Carolina.

5. Interpretations and recommendations.

Beliefs of Prominent English Instructors

Surely, as a beginning in a study of this kind, we should examine carefully the opinions of those master English teachers, the results of whose work justify their giving of opinions and our considering of those opinions. Surely, those experienced teachers in the field who are giving all of their time and study toward the perfecting of the teaching of English and who have demonstrated by actual classroom achievement their ability along that line should be consulted in our endeavor to determine what the training of the English teacher should be. Let us, then, examine their opinions.

At the present time one of the foremost men in the field of English methods is Charles Swain Thomas, connected with the graduate school of education at Harvard University. Mr. Thomas speaks concretely and lays down certain definite items which should not be lacking from the training and personal equipment of the English teacher of today. Chief of these are (1) an early love of reading, (2) the ability to speak and write well, and (3) a well-rounded education.[1] Thomas dismisses the first two of these requisites with the observation that they, as a result of a general education and a natural maturing process, probably have been gradually and unconsciously acquired.

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(1) Charles Swain Thomas: "The Teaching of English in the Secondary School", pages 489 to 520. Houghton Mifflin Company. Revised edition. 1927.

It is on the third, a well-rounded education, that he would place emphasis.

The teacher of English in high school should have a wide cultural background. In college his preparation should insure acquaintance with all types of knowledge. As a class not disposed toward the study of science and toward the mechanical and technical studies, prospective English teachers should remember that it is with a group of widely varying interests that they will have to deal, not only in the truths of literature which they are seeking to interpret but in the very natures of the individuals to whom they are trying to impart these truths. In order to be comprehensive in their views and sympathies, they must not cling to those courses toward which they have a natural inclination but must branch out andacquire a broad mechanical and scientific background.

Courses in philosophy are important. Here the prospective English teacher enlarges his conception of life. Here he comes up against the major problems that have troubled the world, thoughts on which problems he is going to try to interpret to sensitive young minds. Many of the writers prominent in the literary world are philosophers of great note, and many who are termed distinguished philosophers are famous in the field of literature. With literature and philosophy so closely interwoven, no English teacher can afford to ignore the study of philosophy.

History, especially from a philosophical point of view, should be gone into rather thoroughly; for here one discovers the social and political causes responsible for the ideas in the literature of that period. Without that historical background, the teacher of English could not hope to interpret adequately and truly that great mass of literature born amid the everchanging economic, moral, and political forces throughout the past decades and stamped with the personality and character of those periods.

Latin and Greek should be studied. At least one modern language should be so mastered that the student's understanding of life and literature will be deepened and broadened. Mathematics should be touched on. Clubs, amateur theatricals, and athletics play an important part in the college training of an English teacher.

We come at last to the preparation of the prospective English teacher in his own field. Consistent with his advocacy of a well-rounded college course, Mr. Thomas emphasizes a broad knowledge of literature with its consecutive movements and writers. He would have every prospective teacher make a careful study of Chaucer, Shakespeare, Milton, Pope, Wordsworth, Carlyle, Browning, and Tennyson and the literary movements of the times in which they lived.(1) American literature should not be neglected. Advanced composition courses are valuable.

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(1) Charles Swain Thomas: "The Teaching of English in the Secondary School", page 501. Houghton Mifflin Company. Revised edition. 1927.

Philology, a branch of English seldom stressed, is a vital part in the teacher's equipment. Knowledge of the history and derivation of our language could not fail to aid an English teacher in bringing out the beauty and force of our language.

Charles Swain Thomas, then, would give his English teachers a wide cultural background; in their college years he would have them delve into all the basic subjects of the curriculum; he would have them begin teaching with a broad knowledge, a comprehensive taste, and a wide sympathy.

Connected with the Ethical Culture School of New York is Percival Chubb, who states, "The supreme aim of literary and linguistic training is the formation of character. This includes and transcends all other aims."(1) Literature portrays and reflects the human emotions, the loves and hates, the desires and ideals that make up life itself. It is not the work of the English teacher to cultivate in the child a love of literature but rather a love through the study of literature of those powerful factors which taken together constitute character. The English teacher has for his task the molding of character, the building of ideals, the education of young hearts and ethical minds and wills.

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(1) Percival Chubb: "The Teaching of English in the Elementary and the Secondary School", page 378. The Macmillan Company. 1902.

What training of the prospective English teacher is necessary in order that he gain and develop in himself the ability to instil ideals and secure spiritual enlargement through his presentation of literature? First, according to Chubb,[1] he must attain great linguistic and literary proficiency. His English culture must be broad and deep. Differing from Thomas, Chubb does not propose touching the mechanical and scientific courses. He would keep his prospective English teachers confined to their own field. But in their own field he would have them browse widely and closely. Second, the prospective English teacher must gain a mastery of language, both written and oral, but especially the latter. His speech must at all times be a model of correct usage. He must be a master craftsman in his chosen work. Third, during his college years he should take courses in oral expression. Much depends upon the English teacher's manner of reading. A pleasant voice, a warmth of feeling, a sympathy for the selection are great influences in the literary education of the listeners. They appreciate a poem and really experience it in direct proportion to the teacher's ability to put vitality and warmth in it. Fourth, the teacher must know life. He must have had various and deep experiences. His culture must be related to his living. From literature he must have gained something truly vital and ennobling before he can hope to so present it that others will get inspiration from it.

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(1) Percival Chubb: "The Teaching of English in the Elementary and the Secondary School", pages 371 to 393. The Macmillan Company. 1902.

Dr. S. S. Curry of the School of Expression at Boston says that "impression must precede and determine all expression". The teacher of literature can not portray a love of nature and a sympathy with human life if within him he lacks that love and sympathy.

Chubb, then, the philosopher of ethics, believing that the aim of all teaching is the building of character, would have his English teachers trained in the ability to instil ideals through the teaching of literature.

The first important book touching the subject of the English teacher's training came out in 1903 and was written by George R. Carpenter, Franklin T. Baker, and Fred N. Scott.(1)

These men would equip the prospective English teacher with (1) the ability to speak and write the English language with accuracy and clearness, (2) a thorough knowledge of English literature and English literary history, and (3) the mastery of at least one foreign language, either ancient or modern.(2) Of the three items they would place emphasis on a study of the classics.

The teacher should be well read in English literature, with a knowledge of definite literary movements.

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(1) George R. Carpenter, Franklin T. Baker, Fred Scott: "The Teaching of English in the Elementary and the Secondary School". Longmans, Green and Company. 1913.

(2) George R. Carpenter, Franklin T. Baker, Fred Scott: "The Teaching of English in the Elementary and the Secondary School". Longmans, Green and Company. 1913.

With the leading English classics he should have a familiar personal acquaintance. Mastery of one foreign language is needful, but if possible the teacher should study more than one. Although not indispensible in the English teacher's equipment, a knowledge of Old English is highly desirable. For Carpenter, Baker, and Scott, emphasis decidedly should be placed on linguistics. The English teacher's education should be a classical one.

Clarence Stratton, Supervisor of English in the Cleveland High Schools, says, "The first essential toward successful teaching of appreciation of literature is that the person shall have read fruitfully a large amount of the best. The second essential is that he still read widely but discriminatingly."(1) He not only should know the literature which the pupil must study but he should have a broad and rich background in both English and American literature. One who has read meagrely and superficially can not enter into a true appreciation.

Unless a teacher entertains a genuine appreciation for a poem, how can he hope to promote such an appreciation in his pupils.

Edward Harlan Webster and Dora V. Smith in their book, "Teaching English in Junior High School", look at the matter of the English teacher's equipment in yet another light. They urge a study of the nature and interests of adolescent pupils.

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(1) Clarence Stratton: "The Teaching of English in the High School", page 189. Harcourt, Brace and Company. 1923.

The English teacher must have wide and varied interests. He must be an appreciative audience with a keen sympathy and an encouraging manner toward his pupils. He must be that rare individual whose broad sympathy, lively interest, and resourcefulness never lag. He must have a true insight into the hopes and fears, the concerns, the pleasures, the likes and dislikes, the physical, mental, and spiritual makeup of those children who find themselves under his tutorage. Without a sympathetic understanding of children and their peculiar problems and interests, the study of English composition is barren in its results.

Webster and Smith recommend for the English teacher a thorough training in psychology and child study. Only through such a training can the teacher understand and deal successfully with those things peculiar to adolescent boys and girls: self-consciousness due to physical changes, restlessness and desire for change, the intensification of their sensory powers, gradual growth in analytical powers, natural curiosity and venturesomeness, hero worship, their passion for doing things and doing them together, desire for social approval within their own group, the emergence of the individual, and their love of freedom and self-direction.(1) These two experienced English teachers say, "It is therefore imperative, that the teacher of composition increase her knowledge of what modern psychology has revealed regarding adolescence, of the recent tendencies in

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(1) Edward Harlan Webster, Dora V. Smith: "Teaching English in the Junior High School", pages298 to 311. World Book Company. 1927.

educational method based upon these discoveries, and of the far-reaching and all-inclusive educational philosophy back of the junior high school movement."(1)

Believing that the high school English teacher of today should give his pupils concrete information, definite facts concerning good English usage, and the ability to spell, punctuate, and write decent sentences, there has grown up among English teachers a set of advocates of "accuracy first."(2) The chief of these is C. H. Ward.

Not many years ago grammar was mentioned only in a whisper. Teachers concentrated on appreciation. Compositions were scanned for the creative, vital touch; the rudiments and fundamentals were left to grow unnourished. They were the mud; the other was the stars. But the idealism of that period has been letting out annually into the world thousands of young men and young women who cry out in dismay at their lack of concrete information. Because the high schools deal largely in inspirational English urging their pupils to express themselves freely and naturally, insisting that the mechanics will take care of themselves, thousands of college freshmen each year send horror through the hearts of their English professors by their utter lack of knowledge concerning simple matters of punctuation and spelling.

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(1) Edward Harlan Webster, Dora V. Smith: "Teaching English in the Junior High School", page 298. World Book Company. 1927.

(2) Charles Henshaw Ward: "What Is English?" pages 21 and 22. Scott, Foresman and Company. 1925.

The American colleges are everywhere demanding a change in high school English teaching, and the change is coming rapidly. High school pupils are beginning to be drilled in the fundamentals and rudiments of English.

To meet this reformation in the objectives of English teaching, the training of the English teacher must be modified. He must no longer step from the college into the secondary school room equipped with only the reading acquaintance of certain classics and an appreciation of individuality and originality in pupils' composition papers. He must have something more in his equipment. The high school English teacher must know much more than the average one of today knows about the rudiments of our language. Ward says, "'If all this sort of detailed knowledge is a necessity in my profession', you are thinking, 'why did college tell me nothing about it?' You have asked a question too deep for me, one that I can answer only by a prophecy: The time is coming when colleges will give this kind of information to prospective teachers of English. The need of it is so obvious to most veterans that we must suppose the training will be given to the novices of the future."(1)

Ward does not have a very high opinion of the present day high school English teacher's knowledge.

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(1) Charles Henshaw Ward: "What Is English?" page 243. Scott, Foresman and Company. 1925.

He states, "A considerable fraction of university graduates who teach high school English (probably about one-sixth of them) are not masters of the minimum requirements that are commonly announced in courses of study for promotion from junior high schools." (1)
On another page of the same book is the following statement, "The Illinois Association of Teachers of English once printed in its 'Bulletin' an account of an informal test to which the members submitted themselves and which showed that many of them did not know what a sentence is, and so could not enforce the first and greatest commandment of the recently adopted list of essentials for the state." (2) Regarding the formation of possessives Ward says that at least five per cent of the nation's high school teachers insert an apostrophe before the final "s" of such names as Williams and Dickens to form the possessive of those names. (3) Ward says that teachers cannot spell. The high school pupil's demons are the teacher's demons. He says, "About fifteen per cent of American college graduates who teach high school English have not mastered demons,".

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(1) Charles Menshaw Ward: "What Is English?" page 18. Scott, Foresman and Company. 1925.

(2) Charles Menshaw Ward: "What Is English?" page 128. Scott, Foresman and Company. 1925.

(3) Charles Menshaw Ward: "What Is English?" page 95. Scott, Foresman and Company. 1925.

and at another time, "In the actual high schools that the United States has at present there is a considerable proportion of teachers who cannot distinguish between 'all together' and 'altogether'."[1] Worse than that, "I have received themes from university graduates, teachers of English, who wrote the name of their subject with a small "e".[2] About the knowledge of verbs he says, "Many a novice teacher does not know what a verb is; for he thinks that it is broadminded to include 'at' and 'glad' in verb phrases, and that 'could have been seen' contains a verb and three complements of the verb, and that verbs are despicably easy, and that it isn't nice to fuss so long with the dirty things."[3][4]

In Germany four out of every hundred attend the secondary school, in England fifteen out of every hundred attend it, but in America fifty-nine out of every hundred go to high school. Ward calls attention to these figures.

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(1) Charles Henshaw Ward: "What Is English?" page 88. Scott, Foresman and Company. 1925.

(2) Charles Henshaw Ward: "What Is English?" page 375. Scott, Foresman and Company. 1925.

(3) Charles Henshaw Ward: "What Is English?" page 118. Scott, Foresman and Company. 1925.

(4) Charles Henshaw Ward: "What Is English?" page 152. Scott, Foresman and Company. 1925.

The fact that four per cent and fifteen per cent represent select groups while fifty-nine per cent look not, should be remembered when determining the work in English to be given in high school. Instruction should be adapted to the cosmopolitan group making up the school. The needs of the pupils should be met, and according to Ward and his followers those needs are knowledge of grammar and fundamentals. Only through that knowledge can the children of America gain in their oral and written speech that "accuracy" in which Ward says they are deficient and in which they seem to fall far behind their European fellow pupils. The teacher must be trained to give them help and knowledge in grammar.

C. C. Fries of the University of Michigan has some decided views on the equipment of the English teacher. He believes that the high school English teacher should be well grounded in the history of the English language. All colleges should provide to be required of all prospective English teachers courses in philology, Old English, and Middle English.(1) There are many such courses now in existence, but very few of them are well organized. Most of them were planned back some fifty years ago and are still being taught in the identical method of those earlier days.

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(1) Charles Carpenter Fries: "The Teaching of the English Language". T. Nelson and Sons. 1927.

The courses do not meet the need and demands of the present day. Agreeing with the views of Fries, Royster, from the University of North Carolina, says that unless a study of Old English shows the likenesses and unlikenesses of our language then and now, unless it gives an appreciation of the present state of the development of the English language, it has failed to give the needed help a prospective teacher of English should have. For he would have his English teacher "trained for the subject he teaches."(1)

Not only should the teacher be well grounded in the story of the development of our language but he should know literature. The present college curriculums seem to offer sufficient choice here, for the many courses given are rich and varied. The trouble lies in changing that literary education of the college student, into that of the high school teacher. Fries in conjunction with Sanford and Stevens says, "Practically every change in the college attitude toward teaching literature has with reasonable promptness registered itself in the secondary schools. This simply means that teachers in secondary schools teach as they have been taught."(2) This applies not only to methods of teaching literature but to materials used as well. Complete college survey courses in literature are commonly handed down to classes in third and fourth year high school English.

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(1) J. F. Royster: "Preparation of the English Teacher". The English Journal.

(2) Charles Carpenter Fries, James Holly Sanford, Harrison Ross Stevens: "The Teaching of Literature", page 58. Silver, Burdette and Company. 1926.

This handing down has some good points, of course, but certainly many bad ones. The situation can be remedied only when colleges begin to prepare their prospective English teachers in such a way that they will be able to translate their college education into terms of secondary school aims and pupils.(1)

In a very recent article Mr. Fries urges more college training for English teachers.(2) Now that the supply of teachers, as a rule, exceeds the demand, he would have his English teachers more thoroughly educated and intimates that a Master's degree is hardly too much to require of all high school teachers.

Fries believes English teachers should be thoroughly versed in linguistics. Their education should be a classical one emphasizing the study of literature, philology, Old English, and Middle English.

According to Casper Carl Certain at the Detroit Teachers College, there is only one method of teaching English, and that is the so-called "test-teach-test-teach-test" plan. The teacher should come from the college to the high school with a thorough knowledge of modern tests and measurements and with training in the use of

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(1) Charles Carpenter Fries, James Holly Hanford, Harrison Ross Steeves: "The Teaching of Literature", pages 37 to 40. Silver, Burdette and Company. 1926.

(2) Charles Carpenter Fries: "Educational Pressures and Problems". The English Journal. January, 1929.

(1)
them. He should be acquainted with all the standard tests and measurements in his field and know how to incorporate them into his teaching program. The uses and advantages of diagnostic and achievement testing should be a vital part of the English teacher's equipment. He should know the advantages and disadvantages of composition scales and their use in the classroom.

These are the opinions and beliefs concerning the training and equipment of the teachers of the mother tongue in the secondary schools of our country as expressed by leading instructors of that language. Let us consider these opinions as a group. On the accompanying chart the training each instructor deems essential for the effective teaching of English in high school is indicated by check marks in the columns denoting the various phases of that training. We have on this chart only one check mark for each of the following: a well-rounded education, grammar, composition, expression, philosophy and ethics, and tests and measurements. There are only two checks for psychology and child study; but for the study of a foreign language there are four marks; for the mastery of the language, oral and written, five marks; for the history of the language, philology, Old English, and Middle English, six marks; and for the study of the literature itself we find seven checks.

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(1) Casper Carl Certain: "Why Not Include Standard Tests in Your Teaching Program This Term?" The English Journal. September 1933.

It would seem clearly that these experienced, effective, and noted English instructors as a group believe that the high school English teacher should be trained in linguistics, that in college he should study the history and literature of the language. Keeping in mind this concerted opinion regarding the equipment of the high school English teacher, let us discover what the actual training of the English teachers in the high schools of North Carolina is.

CHART

Showing the education and equipment a high school English teacher should have, according to the opinions of leading men and women in the field of English teaching.

	Baker	Carpenter	Certain	Chubb	Fries	Scott
1. Literature (Survey, English, American)	✓	✓	—	✓	✓	✓
2. History of the Language (Old English, Middle English, philology)	✓	✓	—	✓	✓	✓
3. Mastery of the Language (Oral and Written)	✓	✓	—	✓	—	✓
4. Foreign Language (Ancient and Modern)	✓	✓	—	—	—	✓
5. Psychology and Child Study	—	—	—	—	—	—
6. Composition	—	—	—	—	—	—
7. Grammar	—	—	—	—	—	—
8. Expression	—	—	—	✓	—	—
9. Philosophy and Ethics	—	—	—	✓	—	—
10. Tests and Measurements	—	—	✓	—	—	—
11. Well-rounded (Study all subjects)-		—	—	—	—	—

CHART-Continued

	Smith	Stratton	Thomas	Ward	Webster	Total
1. Literature	—	/	/	—	—	7
2. History of Language	—	—	/	—	—	6
3. Mastery of Language	—	—	/	—	—	5
4. Foreign Language	—	—	/	—	—	4
5. Psychology	/	—	—	—	/	2
6. Composition	—	—	/	—	—	1
7. Grammar	—	—	—	/	—	1
8. Expression	—	—	—	—	—	1
9. Philosophy and Ethics	—	—	—	—	—	1
10. Tests and Measurements	—	—	—	—	—	1
11. Well-rounded Education	—	—	/	—	—	1

Actual Preparation of North Carolina High School English Teachers

For this part of my paper I have drawn liberally from the study of M. C. S. Noble, Jr., of records submitted for certificates.(1) In this study among other things Noble tabulated the academic preparation, the professional preparation, and the specific types of English preparation of 100 high school English teachers holding High School Class A Certificates issued on the basis of credits received from in-state institutions of higher learning. Assuredly, there could be no better way of discovering the actual preparation of the English teachers now teaching in North Carolina and prepared in North Carolina colleges, than by examining those records as tabulated for us by Mr. Noble.

On Table A of this paper we find revealed the various academic fields of study over which the training of these teachers is spread; there are thirty. All of the hundred teachers took courses in English; ninety-nine took courses in history; eighty-nine studied mathematics. I have arranged the subjects on the table in the order of their popularity, with the number of the teachers who have had courses in each subject placed opposite that subject.

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(1) M. C. S. Noble, Jr. "Specific Preparation of Teachers in North Carolina as Revealed by Transcripts Presented in Application for Various Types of Teachers Certificates." Issued by The Division of Information and Statistics, of the State Department of Public Instruction, Raleigh, North Carolina. October 7, 1928

Remembering that these leading instructors of English whose opinions we have just finished considering, as a majority agree that the linguistics are the important studies for the prospective English teacher, let us view these statistics in the light of those opinions.

History is not mentioned specifically by any of these instructors; yet ninety-nine of the hundred teachers took courses in history. The same situation exists in the case of mathematics; the subject was taken by eighty-nine of the teachers. Over half of the hundred took biology and sociology, while nearly half took chemistry and physiology; but not one of these four subjects is one of those considered essential in the English teacher's equipment. Of the opinions consulted, four declare a study of at least one foreign language to be necessary. But when we look at the table, we see that French is the only language which was studied by any fair representation; less than half, fourty-three, studied Latin; less than a third, thirty-one, studied Spanish; a fifth, twenty-one, studied German; and only thirteen studied Greek.

On Table B are listed the hours in each academic subject. It will be seen at a glance that approximately one fourth of the academic training of these hundred English teachers lies in the field of English, that is, 2547 of the total 10,604 hours. Add to the total 10,604 academic hours the total 1041 professional

hours as shown on Table D. Of the grand total, 12,325 hours, nearly a fifth lies in the English field. Of the opinions consulted, all except Webster, Smith, and Certain place greatest emphasis on training in the subject of English itself plus foreign language study; while Carpenter, Baker, Scott, Stratton, Ward, and Fries not only place greatest emphasis on these two subjects but place all emphasis on them. For these men the prospective English teacher need never step outside the field of English and foreign languages in the preparation for his work. From Table B let us see how much time was spent in these two fields by the hundred high school English teachers whose transcripts were studied by Noble. 2547 hours in English, 666 hours in Bible, 926 hours in French, 448 hours in Latin, 472 hours in Spanish, 249 hours in German, and 169 hours in Greek give a total of 5,477 hours in the fields of English and foreign languages. We see then that less than half of the training of the hundred English teachers studied by Noble, 5,477 hours out of 12,325 hours, lies in these two fields deemed so essential in the training of the English teacher.

The professional training of the hundred teachers does not appear in many cases to have much relation to the teaching of high school English. The subjects studied range anywhere from administration for supervisors to legal aspects of education, as

shown on Table C. Although the transcripts examined were those of high school teachers, thirty-seven of those teachers studied courses in elementary school education and six studied courses in rural education. Methods courses seem to be the most popular, as a group; for exactly half of the teachers took courses in secondary school methods, twenty-nine took courses in elementary school methods, and thirty-seven took courses in general methods and principles. Only twelve took practice teaching and observation: thirty-six taught a particular subject for the secondary schools. More teachers studied general psychology than studied any other one subject. This fact would seem to fit in with the views of Webster and Smith who feel that the principal study pursued by the prospective English teacher should be psychology and child study. C. C. Certain advocates a thorough knowledge of tests and measurements. Nine teachers took courses in measurements: eight for schools in general, one for the secondary school, but none specifically for English.

As regards professional training, only the three mentioned in the above paragraph, Webster, Smith, and Certain, consider any of the professional subjects as worthy of comment in the prescription of the English teacher's equipment. Yet on Table I we see that the hundred teachers whose transcripts were studied had a total of 1,641 hours in professional work, an average of 16.41 hours per teacher.

In the light of these figures it would seem that the importance of the study of education in the training of the prospective English teacher has been highly exaggerated.

Now we come to the preparation of the English teacher in his own field, as revealed by Mr. Noble. On Table I are tabulated the types of English courses with the number of teachers who studied each type listed opposite. Turning back to the chart in Part One of this paper, we see that seven of the eleven instructors whose opinions are recorded place emphasis on the study of literature. They urge an intensive and an extensive study of both English and American literature, with special emphasis on the survey courses in order that the prospective teacher will have in mind clearly the big movements in literature. But sixteen of these hundred teachers did not take a general survey course in English literature, and seventy-three did not take one in American literature. Two-fifths of them studied Shakespeare; these forty teachers represent the highest number having a common phase of English knowledge in their training, with the exception of the eighty-four who took the English survey course and the entire hundred in their study of freshman English. Not one studied the literature of the mediaeval period, of Bacon, or of Spenser. Chaucer was studied by only one of the hundred; comparative literature, by one.

Six of the eleven leading English instructors consulted, give a knowledge of Old English, Middle English, and philology as

necessary in the English teacher's equipment. Looking at Table II, we see that not one of the hundred North Carolina English teachers whose records were examined, ever took a course in Old English, Middle English, or Modern English. One teacher studied Beowulf and three studied general philology.

As a conclusion to this part we may say that the actual equipment of the high school English teachers in North Carolina, trained in institutions of higher learning in that state, does not coincide with the training high school English teachers should have, according to the opinions of leading instructors of English. The actual training consists of too much history, mathematics, biology, sociology, chemistry, and physiology, and not enough English and foreign languages. There is too much professional preparation and not enough classical preparation. The work in literature is not extensive enough, and there is a decided lack of training in the history of the language. Linguistics, the most important phase of the English teacher's preparation, has been virtually neglected.

TABLE A

Showing the academic preparation of 100 high school English teachers holding High School Class A Certificates issued (1925-1926) on basis of credits received from in-state institutions of higher learning.

Subject	Number of teachers who have had courses in each subject
1. English	100
2. History	99
3. Mathematics	89
4. French	79
5. Biology	78
6. Psychology	75
7. Bible	62
8. Sociology and Econ.	59
9. Chemistry	49
10. Latin	43
11. Physiology and Hygiene	42
12. Spanish	31
13. Philos-Ethics-Logic	28
14. Physics	28
15. German	21
16. Domestic Science	21
17. Music	17
18. Botany	16
19. Greek	13
20. Law	7
21. Art	7
22. Astronomy	5
23. Geology	4
24. Miscellaneous	4
25. Geography	3
26. Accounting	2
27. R. C.T. C.	2
28. Commerce	1
29. General Science	1
30. Zoology	1

TABLE B

Showing the academic preparation in hours of 100 high school English teachers holding High School Class A Certificates received through in-state institutions of higher learning.

Subject		Total number hours per subject
1. English	——	2547
2. History	——	1556
3. Mathematics	——	802
4. French	——	926
5. Biology	——	615
6. Psychology	——	322
7. Bible	——	666
8. Socialogy and Econ.	——	490
9. Chemistry	——	340
10. Latin	——	448
11. Pysiology and Hygiene	—	174
12. Spanish	——	472
13. Philosophy, Ethics, Logic		134
14. Physics	——	212
15. German	——	249
16. Domestic Science	——	143
17. Music	——	99
18. Botany	——	103
19. Greek	——	169
20. Law	——	50
21. Art	——	31
22. Astronomy	——	21
23. Geology	——	17
24. Miscellaneous	——	31
25. Geography	——	24
26. Accounting	——	12
27. R. C. T. C.	——	9
28. Commerce	——	12
29. General Science	——	6
30. Zoology	——	6
	Total	10,684

Average hours per teacher—106.8 hours

TABLE C

Showing the professional preparation of 100 high school English teachers holding High School Class A Certificates issued (1925-1926) on basis of credits received from in-state institutions of higher learning.

Subjects	Number of teachers who have had courses in each subject
1. Administration	
a. General ——	19
b. For supervisors ——	2
c. Of secondary schools—	7
2. Class Room Management	
a. For schools ——	22
3. Courses in Measurement	
a. For schools ——	8
b. For secondary schools-	1
4. Courses for Religious and Social Workers	7
5. Courses in Statistics	
a. For schools ——	4
6. Curriculum Construction	
a. For elementary schools	1
b. For secondary schools	2
7. Educational Psychology	
a. General psychology——	63
b. Of elementary school subjects	2
c. Of secondary school subjects	3
8. Educational Sociology——	22
9. General Methods of Teaching and Principles of Education	
a. General methods and principles	37
b. For elementary schools	29
c. For secondary schools	50
10. Guidance	
a. Vocational guidance and vocational education	1
11. History of Education ——	40
12. Legal Aspects; Education-	2
13. Philosophy of Education—	17
14. Practice Teaching and Observation	12
15. Teaching Particular Subjects	
a. For elementary schools	5
b. For secondary schools	36
16. Rural Education ——	6
17. Miscellaneous ——	12

TABLE D

Showing the professional preparation in hours of 100 high school English teachers holding High School Class A Certificates received through in-state institutions of higher learning.

Subjects	Total Number hours per subject
1. Administration	
a. General ——	91
b. For supervisors ——	4
c. Of secondary schools——	18
2. Class Room Management	
a. For schools ——	65
3. Courses in Measurement	
a. For schools ——	25
b. For secondary schools—	14
4. Courses for Religious and Social Workers	50
5. Courses in Statistics	
a. For schools ——	12
6. Curriculum Construction	
a. For elementary schools-	4
b. For secondary schools—	9
7. Educational Psychology	
a. General psychology——	287
b. Of elementary school subjects	5
c. Of secondary school subjects	8
8. Educational Sociology——	91
9. General Methods of Teaching and Principles of Education	
a. General methods and principles	176
b. For elementary schools	103
c. For secondary schools	226
10. Guidance	
a. Vocational guidance and vocational education	2
11. History of Education ——	102
12. Legal Aspects; Education—	6
13. Philosophy of Education——	59
14. Practice Teaching and Observation	45
15. Teaching Particular Subjects	
a. For elementary schools-	20
b. For secondary schools—	143
16. Rural Education ——	28
17. Miscellaneous ——	48
Total hours ——1,641	
Average hours per teacher——16.41	

TABLE E

Showing the preparation in English of 100 high school English teachers holding High School Class A Certificates received through in-state institutions of higher learning.

Type of English Course	Number of teachers having courses in each type
A. Composition	
1. Introductory (Freshman English) (Grammar and Rhetoric)	100
11. Advanced Composition	
a. Expository writing	8
b. The essay	0
c. Poetry	0
d. Short story	3
e. Journalism	12
f. The drama	2
g. Public speaking	16
h. Argumentation	3
i. Letter writing	0
B. Literature	
1. English Literature (General)	
a. Survey	84
11. American Literature (General)	
b. Survey	27
111. Period Courses	
a. Medieval	0
b. Pre-Shakespearian (Chaucer)	1
c. Renaissance (Elizabethan)	0
(Bacon)	0
(Shakespeare)	40
(Milton)	7
(Spenser)	0
d. 18th Century	4
e. Romanticism	12
f. 19th Century (Victorian)	31
g. Contemporary	18
1V. Types	
a. Drama	20
b. Novel	8
c. Essay	0
d. Poetry	5
e. Short story	1
f. Combination of types i.e. Novel and essay	2

TABLE E-Continued

Type of English Course	Number of teachers having courses in each type
V. Criticism	5
VI. History of Language	
a. Old English	0
Beowulf	1
b. Middle English	0
c. Modern English	0
d. General Philology	3
VII. Comparative Literature	1
C. The Teaching of English	
I. General	24
II. Elementary schools	0
III. Secondary schools	6
D. Bible	5
E. Miscellaneous	19

Opportunities for Training in Some Other Representative States

In the first part of this paper we discussed the training a high school teacher of English should have; in the second part we considered the actual training which the high school English teachers in North Carolina have; it would seem that it is now pertinent that we investigate what opportunities for training are offered the prospective English teacher. Before narrowing the investigation to the courses and work offered by North Carolina colleges, it would be well to take a cursory glance at the opportunities for English training presented by colleges and universities in other parts of the country. For this investigation I have chosen from each section of the United States one of its out-standing representative institutions, feeling that from a study of the work offered by these few well-chosen schools we can gain a fair idea of the opportunities offered the prospective English teacher in that portion of the country.

At the University of Texas no one may be admitted to the teacher's course in English until he has to his credit a course in rhetoric and English composition, a course in the outline history of English literature, and a course in the outline history of the English language. Further, he must possess six advanced semester hours in English literature and twelve semester hours in education.

The prospective English teacher at the University of Washington upon entering the teacher's course is given an examination in English composition and one in English literature. If he fails either, he must

enter a special class in high school composition or a special class in English literature, or both classes if necessary. At the close of his senior year he must take and pass creditably an examination in literature. This examination presumes (1) a knowledge of the general development of English literature from Anglo-Saxon times, and of American literature from 1815; (2) detailed knowledge of important periods, writers, and types of literature; and (3) the ability to write criticisms of the important periods, writers, and types of literature.

At the University of Wisconsin the student majoring in English for a teacher's certificate is required to take a course in the teaching of English literature. Both of these courses include observation and are taught by a noted man in the field of English methods, Mr. Sterling A. Leonard. Unless the student can pass creditably an examination in English grammar, he must take a course in modern English grammar. Otherwise, he may have his choice between the modern English grammar and Anglo-Saxon, but he is required to take one of the two.

Prospective English teachers at the Detroit Teachers College in addition to the regular course must make a study of the drama, history of the language and organization, public speaking, and effective writing. They must make a study of one of the following: epic, novel, short story, essay, and poetry appreciation. They must also take a methods course or one in dramatic art. Casper Carl Certain, one of the leading instructors whose opinions on the training of the English teacher were given in Part One of this paper, is an Assistant Professor of English at Detroit Teachers College.

In no other American college are there offered more methods courses than are offered in Teachers College, Columbia University; the prospective English teacher is given a wide choice. In the content courses there is great variety and richness, for the courses both in the Teachers College and in the University are available. Ample opportunity is given for observation. A special music course is offered for prospective English teachers. All those majoring in English and expecting to teach must pass an examination in English at the close of the four years.

In these five representative colleges and universities the emphasis seems to be on a knowledge of rhetoric and composition, of of the history of the English language, of English literature, of the history of English literature, and methods of teaching English. The emphasis on the history of the language, the history of English literature, and English literature itself, is in direct accord with the concerted agreement of those leading authorities who were consulted on the proper training of the English teacher. The training given the English teacher in these institutions differs from that prescribed by those authorities only in the matter of English methods courses. Those instructors found methods courses of such minor importance that they were not once, by any of the instructors, mentioned as being necessary in the English teacher's equipment. But in the University of Wisconsin the prospective teacher is required to take both a course in the teaching of English composition and a course in the teaching of English literature; in the Detroit Teachers College

he is given a choice between a methods course or a course in dramatic art but must take one of the two, in the other three schools courses in the teaching of English are available.

Before confining ourselves to conditions and opportunities for training found in the state of North Carolina, it might be of interest to note the results of an investigation along the same lines as this one carried on in the state of Montana in the year 1928. In an effort to determine the training a high school English teacher should have, questionaires were sent to all the high school teachers of English in Montana asking that they state in what phase of their training they feel a lack of preparation, and what course in college, had they taken it, would have been most helpful to them in their work. The majority answered that a study of rhetoric was what they lacked and needed most. In practically all colleges and universities a course in rhetoric and composition is required of every freshman. Evidently what these Montana teachers felt the need of was an advanced and more specialized course in rhetoric, a course which is not found in all colleges. Thomas, Chubb, Carpenter, Baker, and Scott mention such study as necessary in the English teacher's equipment when they state that the high school teacher of English should have a complete mastery of the mother tongue and the art of using it effectively, both in oral and in written speech. Of the work required for those entering the field of English teaching, three of these five representative institutions, the University of Texas, the University of Washington, and

Detroit Teachers College, states definitely that the prospective teacher must study and know rhetoric and English composition. The University of Wisconsin touches such a requirement when it orders every student majoring in English for a teacher's certificate to take a course in the teaching of English composition; while Teachers College in requiring the passing of an examination in English at the end of the four years, virtually states a demand for a knowledge of rhetoric in the prospective English teacher.

Without further comment we will pass to the opportunities found in the state of North Carolina for the training of the high school English teacher.

Opportunities For Training in The Four Year Colleges in North Carolina

What opportunity for training in his chosen work does the prospective high school English teacher have in the state of North Carolina? In order to answer this question, I have made a study of the catalogues issued by the eighteen four year colleges in North Carolina. From these catalogues I have listed the courses in English given in each school with the number of hours in each course. For those schools whose work is divided into quarters, I have given the credit in quarter hours followed by the equivalent in semester hours. In this way the amount of work and the amount of credit in the eighteen four year colleges may be fairly compared. On the tables accompanying the lists of courses, I have used the one semester credit system all the way through.

It is interesting to note that in all the colleges of North Carolina, only one course in philology is given, a three hour course at Davidson; only three courses in Middle English are given, at Duke University, Queens College, and Wake Forest, totaling fifteen hours; and that eight courses in Old English are given, totaling thirty-one and a third hours and representing less than half of the eighteen colleges. Altogether, in all the schools, a total of fifty-two and two-thirds hours credit is given in the study of the history of the language (Table V). This is an average of less than three hours to each college.

The literature of the Old English and Middle English periods has been likewise neglected. (Table 111) Eighteen and two-thirds hours in general literature, nine and one-third hours in Beowulf, and twenty-seven and one-third hours in Chaucer are all the work in the literature of the Old and Middle periods offered in the North Carolina colleges. This totals fifty-five and one-third hours, an average of three semester hours for each school. Actually, over half of this work is given by the University of North Carolina and by Duke University.

In the following colleges and universities no work at all is offered in either Old English or Middle English (Table V): Atlantic Christian, Belmont Abbey, Catawba, Chowan, East Carolina Teachers College, Elon, Greensboro, North Carolina College for Women, and North Carolina State College. Nine colleges, exactly half of the total number, give no work in this branch of English training considered so essential by the leading instructors whose opinions we gave in the first part of this paper.

In the literature of the Old English and the Middle English periods the following colleges and universities offer no work at all (Table 111): Atlantic Christian, Belmont Abbey, Chowan, East Carolina Teachers College, Elon, Flora Macdonald, Greensboro, North Carolina State College, Queens, and Wake Forest. Ten colleges, over half of the total number, give no work in the literature of these two periods.

There does not seem to be much uniformity among the schools in the offering of English literature. (Table 111) The study of Shakespeare is the only exception; all but three colleges give a course in Shakespeare, most of them six hour courses. The University of North Carolina offers thirteen and one-third hours in Shakespeare. Many of the colleges seem to concentrate upon the study of some certain period to the neglect of others. For example, Greensboro College gives twelve hours in the literature of the Restoration period but only three hours in the literature of the Renaissance, and that exclusively to Shakespeare. On Table 111 contemporary literature seems somewhat neglected; however, much of the contemporary literature is given in type courses such as the novel of today or contemporary poetry. As such, it is tabulated under the novel and poetry on Table IV.

All of the eighteen colleges require the study of English in the freshman year. Most of these first year courses comprise the study of rhetoric, composition, and some grammar. In addition many of the colleges offer advanced courses in composition (Table 1): there I have listed the oral as well as the written work. Three of them specialize advanced composition in practical business writing. Only one school, East Carolina Teachers College, gives a course in advanced grammar, purely as such. Under the column headed "How to Study" on Table 1, I have listed a one hour course at Catawba on the English Dictionary, just added to the curriculum of Catawba this past year; a two hour

course at North Carolina College for Women called Points of View for College Students; and a three and one-third hour course at the University of North Carolina called Seminar Methods, concerning methods of research and study.

Courses in materials and methods of teaching high school English are given in all but four of the eighteen colleges, and total seventy-four hours. (Table VI) Of the four that do not offer such a course, one, Elon, gives credit for practice teaching under supervision in the public schools. Thus, presumably, those prospective English teachers attending Elon College may elect English as their teaching subject. The other three colleges, Belmont Abbey, Guilford, and Davidson, give no opportunity either for methods study or for practice teaching in English. Davidson, in answer to a short questionaire sent to it concerning the training of prospective English teachers, states that Davidson is not sympathetic with special preparation for teaching. Graduation from Davidson is all that is necessary in the minds of the faculty. They work on the theory that to know the subject matter qualifies one to teach it.

On Table VIII are given the total enrollment of students and the total hours of credit in English. Interesting to note is the fact that the proportion of hours to two schools whose total enrollments are very nearly the same, often varies greatly. Chowan with an enrollment of one hundred sixty-seven offers one hour more in English

than does Davidson with an enrollment of six hundred thirty-six. Three colleges, East Carolina Teachers College, Elon, and Greensboro, each offers fifty-four hours in English; yet the number of students in these three schools varies from two hundred thrity-five to seven hundred fifty. North Carolina College for Women and North Carolina State College each enrolls between sirteen and seventeen hundred students, but the hours in English offered by the latter school number only three-fifths of those offered by the former. Queens College and Wake Forest are another example. The difference in the number of their hours in English is only one hour; but Queens College has two hundred forty students while Wake Forest has seven hundred.

The training which the high school English teacher, or any teacher, has is always not only in direct accordance with the work offered in the available colleges but also in direct accordance with the state requirements for a teacher's certificate. North Carolina has issued a new certification law to go into effect on July 1, 1931. To comply with this law, the prospective English teacher must meet the following professional requirements:

1. Educational Psychology ——	3 semester hours
2. Principles of High School Teaching or Problems in Secondary Education——	3 semester hours
3. Materials and Methods (Two fields)	6 semester hours
4. Observation and Directed Teaching (One or both fields)	3 semester hours
5. Electives ——	6 semester hours

The Observation and Directed Teaching must be done under the joint supervision of the Head of the Education Department and the superintendent of the school in which the teaching is being done. Not fewer than thirty-six hours of actual teaching is required. If for some reason this one requirement can not be met but all of the others are, a Class A Certificate will be issued to the applicant after one year of successful teaching experience.

For the teaching of English, the applicant for a certificate, in addition to the twenty-one hours in professional work, must have twenty-four semester hours in English. This must include grammar, composition and rhetoric, American literature, and English literature. It is recommended that the prospective English teacher present not less than thirty semester hours and that he have at least six semester hours in each of the above divisions of English. High school teachers, when this law goes into effect, will be authorized to teach only the subjects in which they have made definite preparation according to the state standards of preparation; further, each applicant for a certificate must be thus prepared in at least two teaching fields.

To meet the needs of this new certification law, several of the colleges in North Carolina will probably have to revise their curriculums. Needless to say, the laws governing the certification of teachers do see, and should see, their reflection in the courses offered by the in-state colleges that claim to educate students for the teaching profession.

TABLE 1

(1)

Showing the types of English composition offered by the four year colleges of North Carolina. The numbers in the columns indicate the hours offered by the designated schools.

	Freshman English	Advanced Composition	Practical Writing	Advanced Grammar	How to Study
1. Atlantic Christian	6	2	—	—	—
2. Belmont Abbey	8	—	—	—	—
3. Catawba	6	6	—	—	1
4. Chowan	6	6	—	—	—
5. Davidson	6	3	—	—	—
6. Duke	6	12	—	—	—
7. E.C.T.C.	6	2	—	2	—
8. Elon	6	9	—	—	—
9. Flora Macdonald	6	—	—	—	—
10. Greensboro	6	—	—	—	—
11. Guilford	6	—	3	—	—
12. Lenoir Rhyne	6	—	—	—	—
13. Meredith	6	8	—	—	—
14. N.C.C.W.	6	15	—	—	2
15. N.C.State	14	—	4	—	—
16. Queens	6	—	—	—	—
17. University of N.C.	20	47	10	—	1 5 /3
18. Wake Forest	6	8	—	—	—
Total Hours	132	116	17	2	1 6 /3

(1) All courses not strictly literature have been classed as composition.

TABLE 1-Continued

	Verse Writing	Journal-ism	The Drama	Public Speak-ing	Argumen-tation	Total Hours
1.	—	—	—	—	6	14
2.	—	—	—	—	—	8
3.	—	—	—	—	—	13
4.	—	4	—	—	—	16
5.	—	—	—	—	—	9
6.	—	6	—	3	3	30
7.	—	—	—	2	—	12
8.	—	—	—	—	—	15
9.	—	2	—	—	—	8
10.	—	6	—	—	—	12
11.	—	3	—	—	3	15
12.	—	—	—	—	—	6
13.	—	—	—	—	—	14
14.	4	4	12	7	3	31
15.	—	26	—	7 1/3	6	57 1/3
16.	—	2	—	—	—	8
17.	—	—	8	6 2/3	—	35
18.	—	4	—	6	6	30
Total Hours	4	57	20	32	27	415 1/3

TABLE 11

Showing the amount in hours of general literature, philosophy of literature, literary criticism, and American literature offered in the four year colleges of North Carolina.

	General Literature	Philosophy of Literature	Literary Criticism	American Literature	Total Hours
1. Atlantic Christian	4	—	—	8	12
2. Belmont Abbey	10	4	—	—	14
3. Catawba	—	—	—	6	6
4. Chowan	—	—	—	6	6
5. Davidson	—	—	—	6	6
6. Duke	6	—	6	12	24
7. E.C.T.C.	2	—	—	4	6
8. Elon	—	—	3	6	9
9. Flora Macdonald	—	—	—	6	6
10. Greensboro	—	—	—	6	6
11. Guilford	6	—	—	3	9
12. Lenoir Rhyne	—	—	—	6	6
13. Meredith	—	—	6	6	12
14. N.C.C.W.	4	6	—	11	21
15. N.C.State	2	—	—	8	10
16. Queens College	—	—	6	6	12
17. University of N.C.	10	—	$3\frac{1}{3}$	$16\frac{2}{3}$	30
18. Wake Forest	4	—	—	6	10
Total Hours	48	10	$24\frac{1}{3}$	$122\frac{2}{3}$	205

TABLE 111

Showing the types and amount in hours of the survey and period courses in English literature offered in the four year colleges in North Carolina.

	Survey of Eng. literature	Medieval English Literature General	Beowulf	Chaucer
1. Atlantic Christian	8	—	—	—
2. Belmont Abbey	—	—	—	—
3. Catawba	6	—	—	3
4. Chowan	6	—	—	—
5. Davidson	6	—	—	3
6. Duke	—	12	3	6
7. E.C.T.C.	2	—	—	—
8. Elon	6	—	—	—
9. Flora Macdonald	6	—	3	—
10. Greensboro	6	—	—	—
11. Guilford	6	—	3	—
12. Lenoir Rhyne	6	—	—	3
13. Meredith	6	—	—	6
14. N.C.C.W.	3	—	—	3
15. N.C.State	6	—	—	—
16. Queens	6	—	—	—
17. University of N.C.	10	2 6 /3	1 3 /3	1 3 /3
18. Wake Forest	6	—	—	—
Total Hours	95	2 18 /3	1 9 /3	1 27 /3

TABLE 111-Continued

	Renaissance English Literature General	Shakespeare	Milton	Spenser	Milton and Spenser	Restoration Period English Literature
1.	—	3	3	—	—	—
2.	—	—	—	—	—	—
3.	—	3	—	—	3	3
4.	—	6	—	—	—	—
5.	—	—	—	—	—	—
6.	—	6	—	—	6	6
7.	—	—	—	—	—	—
8.	—	6	6	—	—	—
9.	—	4	—	—	—	—
10.	—	3	—	—	—	12
11.	—	6	—	—	—	—
12.	—	6	3	—	—	—
13.	—	6	6	—	—	—
14.	—	6	3	3	—	—
15.	—	2	—	—	—	—
16.	—	6	—	—	—	—
17.	$3\frac{1}{3}$	$13\frac{1}{3}$	$3\frac{1}{3}$	—	—	$3\frac{1}{3}$
18.	3	3	—	—	—	—
Total Hours	$6\frac{1}{3}$	$79\frac{1}{3}$	$24\frac{1}{3}$	3	9	$24\frac{1}{3}$

TABLE 111-Continued

	Eighteenth Century Literature	Romanticism	Nineteenth Century Literature (Victorian)	Contemporary Literature	Total Hours
1. Atlantic Christian	—	3	7	—	24
2. Belmont Abbey	—	—	—	—	0
3. Catawba	3	—	6	—	27
4. Chowan	—	—	6	—	18
5. Davidson	3	3	6	—	21
6. Duke	12	6	12	—	69
7. E.C.T.C.	—	—	—	—	2
8. Elon	—	—	—	—	18
9. Flora Macdonald	—	6	—	—	16
10. Greensboro	—	—	6	—	27
11. Guilford	—	6	3	—	24
12. Lenoir Rhyne	—	3	3	3	27
13. Meredith	3	—	6	—	33
14. N.C.C.W.	4	6	9	1	28
15. N.C. State	—	3	4	—	14
16. Queens	—	6	—	—	18
17. University of N.C.	1 3 /3	1 3 /3	20	1 3 /3	2 76 /3
18. Wake Forest	—	3	3	—	18
Total Hours	1 28 /3	1 47 /3	91	1 7 /3	2 470 /3

TABLE IV

Showing the types of literature and the number of hours in each, offered in the four year colleges of North Carolina.

	Drama	Novel	Essay	Poetry	Short Story	Poetry and Prose	Total Hours
1. Atlantic Christian	—	3	—	3	—	—	6
2. Belmont Abbey	2	2	—	—	2	—	6
3. Catawba	9	—	—	—	—	—	9
4. Chowan	6	—	—	—	—	—	6
5. Davidson	6	—	—	—	3	—	9
6. Duke	27	6	—	12	—	6	51
7. E.C.T.C.	2	2	2	4	—	4	14
8. Elon	6	—	—	6	—	—	12
9. Flora Macdonald	4	—	—	2	—	—	6
10. Greensboro	3	—	—	—	—	—	3
11. Guilford	—	—	—	—	—	—	0
12. Lenoir Rhyne	—	3	—	—	3	—	6
13. Meredith	—	—	—	—	—	—	0
14. N.C.C.W.	22	6	—	4	3	—	37
15. N.C.State	4	2	2	—	2	—	10
16. Queens	6	6	6	—	—	—	18
17. University of N.C.	2 26 /3	1 3 /3	—	—	—	—	30
18. Wake Forest	— 2	— 1	4	—	—	4	8
Total Hours	123 /3	35 /3	14	31	13	14	231

TABLE V

Showing the courses in the history of the language, with the number of hours in each, offered by the four year colleges in North Carolina.

	History of the Language				
	Philology	Old English	Middle English	Middle Irish	Total Hours
1. Atlantic Christian	—	—	—	—	0
2. Belmont Abbey	—	—	—	—	0
3. Catawba	—	—	—	—	0
4. Chowan	—	—	—	—	0
5. Davidson	3	—	—	—	3
6. Duke	—	3	6	—	9
7. E.C.T.C.	—	—	—	—	0
8. Elon	—	—	—	—	0
9. Flora Macdonald	—	4	—	—	4
10. Greensboro	—	—	—	—	0
11. Guilford	—	3	—	—	3
12. Lenoir Rhyne	—	3	—	—	3
13. Meredith	—	6	—	—	6
14. N.C.C.W.	—	—	—	—	0
15. N.C.State	—	—	—	—	0
16. Queens	—	6	6	—	12
17. University of N.C.	—	1 3 /3	—	1 3 /3	2 6 /3
18. Wake Forest	—	3	3	—	6
Total Hours	3	31 1/3	15	3 1/3	52 2/3

TABLE VI

Showing the courses and hours of each in the materials and methods of teaching English as offered in the four year colleges of North Carolina.

	Materials and Methods of Teaching English		
	In primary and grammar grades	In the secondary school	Total Hours
1. Atlantic Christian	—	3	3
2. Belmont Abbey	—	—	0
3. Catawba	—	3	3
4. Chowan	—	3	3
5. Davidson	—	—	0
6. Duke	—	6	6
7. E.C.T.C.	10	10	20
8. Elon	—	—	0
9. Flora Macdonald	—	3	3
10. Greensboro	—	6	6
11. Guilford	—	—	0
12. Lenoir Rhyne	4	3	7
13. Meredith	—	3	3
14. N.C.C.W.	7	3	10
15. N.C.State	—	2	2
16. Queens	—	6	6
17. University of N.C.	—	20	20
18. Wake Forest	—	3	3
Total Hours	21	74	95

TABLE V11

Showing the total number of hours in the various phases of English as offered in the four year colleges in North Carolina and as shown on Tables 1, 11, 111, 1V, V, and V1.

	Composition	General and American Literature	Period English Literature	Types of Literature	History of the Language	Methods	Total Hours
1. Atlantic Christian	14	12	24	6	0	3	59
2. Belmont Abbey	8	14	0	6	0	0	28
3. Catawba	13	6	27	9	0	3	58
4. Chowan	16	6	18	6	0	3	49
5. Davidson	9	6	21	9	3	0	48
6. Duke	30	24	69	51	9	6	189
7. E.C.T.C.	12	6	2	14	0	20	54
8. Elon	15	9	18	12	0	0	54
9. Flora Macdonald	8	6	16	6	4	3	43
10. Greensboro	12	6	27	3	0	6	54
11. Guilford	15	9	24	0	3	0	51
12. Lenoir Rhyne	6	6	27	6	3	7	55
13. Meredith	14	12	35	0	6	3	68
14. N.C.C.W.	51	21	38	37	0	10	157
15. N.C.State	57 1/3	10	14	10	0	2	93 1/3
16. Queens	8	12	18	18	12	6	74
17. University of N.C.	95	30	76 2/3	30	6 2/3	20	258 1/3
18. Wake Forest	30	10	18	8	6	3	75
Total Hours	413 1/3	203	470 2/3	231	52 2/3	95	1467 2/3

TABLE V111

Showing the total number of students enrolled, the total number of courses in English offered, and the total number of semester hours credit in English given by each of the four year colleges in North Carolina.

	Total number students	Total English courses	Total semester hours credit
1. Atlantic Christian	210	16	59
2. Belmont Abbey	87	4	28
3. Catawba	237	12	58
4. Chowan	167	11	49
5. Davidson	636	14	48
6. Duke	1658	38	189
7. E.C.T.C.	750	20	54
8. Elon	400	9	54
9. Flora Macdonald	281	10	43
10. Greensboro	235	10	54
11. Guilford	290	13	51
12. Lenoir Rhyne	364	16	55
13. Meredith	551	13	68
14. N.C.C.W.	1694	48	157
15. N.C.State	1620	35	93 1/3
16. Queens	240	13	74
17. University of N.C.	2800	57	258 1/3
18. Wake Forest	700	20	75
Total Hours	12950	359	1487 2/3

ATLANTIC CHRISTIAN COLLEGE
(Bulletin of 1927-28)

	Credits	Semester I	Semester II
1. English Composition (for freshman)	6	3	3
2. English Literature	2	2	—
3. American Literature	2	2	—
4. Advanced Composition	2	2	—
(required of deficient sophomores)	2	2	—
5. Russian Fiction	2	2	—
6. Hisotry of English Literature	6	3	3
7. History of American Literature	6	3	3
8. Shakespeare	3	3	—
9. Romanticism in the Eighteenth Century	3	3	—
10. British Poets of the Nineteenth Century	4	2	2
11. The English Novel	3	3	—
12. Argumentation and Debate	6	3	3
13. Tennyson	3	—	3
14. Milton	3	3	—
15. Contemporary Poetry in England and America	3	—	3
16. Teaching English in Secondary Schools	3	3	—
Total—	59	39	20
Total Students—	210		

BELMONT ABBEY COLLEGE
(Bulletin of 1935-36)

	Credits	Semester I	Semester II
1. Freshman English (Rhetoric, Literature, Oral Composition)	10	5	5
2. Sophomore English (Rhetoric, Literature, Oral English)	3	3	—
Sophomore English (Literary Composition, Literature, Oral English)	3	—	3
3. Junior English (The Short Story, Study of the Novel, Philosophy of Literature)	6	3	3
4. Senior English (The Drama, Foreign Literature, Philosophy of Literature)	6	3	3
Total—	28	14	14

Total Students— 87

Note: Everyone is required to take all four of these courses.

CARLETON COLLEGE
(Bulletin of 1929-30)

	Credits	Semester 1	Semester 2
1. Rhetoric and Composition	6	3	3
2. English Poetry of the Nineteenth Century	6	3	3
3. Life and Composition	6	3	3
4. Shakespeare and the Elizabethan Drama	6	3	3
5. Modern Drama and Dramatic Technique	6	3	3
6. The Age of Dryden and Pope	3	3	—
7. English Literature from the Death of Pope to the Death of Burns	3	—	3
8. History of English Literature	6	3	3
9. Chaucer, Spenser and Milton	6	3	3
10. American Literature	6	3	3
11. The Teaching of Literature and Composition in the High School	3	—	3
12. The English Dictionary	1	1	—
Total—	58	28	30

Total Students--237

CEDAR COLLEGE
(Bulletin of 1928-29)

	Credits	Semester I	Semester II
1. Composition and Rhetoric (Required of Freshmen)	6	3	3
2. General Survey of English Literature	6	3	3
3. Composition and Grammar	3	3	—
4. Advanced Composition (Journalism)	4	2	2
5. Advanced Composition (Forms of Discourse)	3	3	—
6. Shakespeare	6	3	3
7. General Survey of American Literature	6	3	3
8. The Rise and Development of the Drama	3	3	—
9. Victorian Literature	6	3	3
10. Present-Day Drama	3	—	3
11. The Teaching of English (High School)	3	—	3
Total--	49	23	23

Total Students—167

DAVIDSON COLLEGE
(Bulletin of 1927-28)

	Credits	Semester I	Semester II
1. Composition and American Literature (Required of all freshmen)	6	3	3
2. A Survey of English Literature (Required of all sophomores)	6	3	3
3. The Elizabethan Drama	3	3	—
4. Victorian Literature	3	—	3
5. American Literature, 1820-1870	3	3	—
6. American Literature, 1870-1929	3	—	3
7. Advanced Composition	3	3	—
8. Study of the Short Story and the Principles of Poetry	3	—	3
9. The English Language	3	3	—
10. Milton and Wordsworth	3	—	3
11. English Prose of the Eighteenth Century	3	3	—
12. The Prose and Poetry of the Romantic Period	3	—	3
13. The Chief Contemporary Dramatists	3	3	—
14. Chaucer and His Age	3	—	3
Total—	48	24	24

Total Students—636

DUKE UNIVERSITY
(Bulletin of 1928-29)

	Credits	Semester I	Semester II
1. English Composition and English Poetry	6	3	3
2. English Composition	6	3	3
3. Prose Literature	6	3	3
4. Composition (Advanced)	6	3	3
5. Journalism	6	3	3
6. Shakespeare	6	3	3
7. American Literature (Intensive)	6	3	3
8. English Literature, 1798-1832	6	3	3
9. Chaucer	6	3	3
10. Anglo-Saxon	6	3	3
11. Middle English	6	3	3
12. The Drama of the Elizabethan Period	6	3	3
13. English Literature, 1550-1625	3	3	—
14. English Literature, 1625-1660	3	—	3
15. English Literature, 1660-1774	3	3	—
16. English Literature, 1774-1798	3	—	3
17. The History of the Novel in England	6	3	3
18. English Romances	6	3	3
19. The Drama in England, 1640-1770	3	3	—
20. The Teaching of Literature and Composition in the High School	6	3	3
21. The Ballad and Other Folk-Lore	6	3	3
22. The Drama, 1770-1892	3	3	—
23. The Drama, 1892-1928	3	—	3
24. Contemporary Poetry and Verse-Writing	6	3	3
25. Spenser and Milton	6	3	3
26. Critical Study Literary Masterpieces	6	3	3
27. Stage Problems	3	3	—
28. History of the Theatre	3	—	3
29. Play-Producing	3	3	—
30. Special Problems in Play-Producing	3	—	3
31. English Literature, 1832-1900	6	3	3
32. English Literature, 1400-1550	6	3	3
33. Studies in the Romantic Poets of the Early Nineteenth Century	6	3	3
34. American Literature (Extensive)	6	3	3
35. Studies in Victorian Literature	6	3	3
36. Literary Criticism	6	3	3
37. Public Speaking	3	3	—
38. Argumentation	3	—	3
Total-	189	96	93

Total Students- 1658

EAST CAROLINA TEACHERS COLLEGE
(Bulletin of 1928-1929)

	Quarter Credits	Equivalent in Sem. Hrs.	Quarter I	Quarter II	Quarter III
1. Composition (Freshmen)	9	6	3	3	3
2. English in the Grammar Grades: Language	3	2	—	—	3
3. Types of Literature—Poetry	3	2	—	—	3
4. English in the Grammar Grades: Reading	6	4	3	3	—
5. Children's Literature	6	4	3	3	—
6. Types of Literature—Poetry and Prose	3	2	—	—	3
7. Types of Literature—Prose	3	2	—	—	3
8. American Literature	6	4	3	3	—
9. English Literature	3	2	—	—	3
10. Advanced Theme Writing	3	2	—	3	—
11. The drama	3	2	—	—	3
12. The Novel	3	2	—	—	3
13. High School English	6	4	3	3	—
14. The Essay	3	2	—	3	—
15. Oral English	3	2	—	—	3
16. Contemporary Literature	3	2	3	—	—
17. The Teaching of English in the High School	3	2	—	3	—
18. Observation and Practice Teaching	6	4	—	—	9
19. English Grammar	3	2	3	—	—
20. Modern Poetry	3	2	—	—	3
Total-	81	54	21	24	39

Total Students- 750

Note: Throughout this paper the hours given are always semester hours, not quarter hours.

ELON COLLEGE
(Bulletin of 1928-29)

	Credits	Semester I	Semester II
1. Freshmen Composition and Grammar	6	3	3
2. A Survey of English Literature	6	3	3
3. Study of the Chief Dramatists	6	3	3
4. Milton	6	3	3
5. Class Expression	6	3	3
6. Shakespeare	6	3	3
7. Higher Composition and Literary Criticism	6	3	3
8. Epic, Dramatic, and Lyric Poetry	6	3	3
9. American Literature	6	3	3
Total-	54	27	27

Total Students-400

FLORA MACDONALD COLLEGE
(Bulletin of 1928-29)

	Credits	Semester 1	Semester 11
1. The Theory and Practice of Composition (Required of freshmen)	6	3	3
2. Chaucer to Wordsworth (Required for all degrees)	6	3	3
3. The Romantic Movement	6	3	3
4. Shakespeare	4	2	2
5. Journalistic Writing	2	2	—
6. Anglo-Saxon	4	2	2
7. Contemporary Poetry	2	—	2
8. American Literature (Required of all students who are expecting to teach English)	6	3	3
9. The Development of the English Drama	4	2	2
10. The Teaching of English in the Sedondary Schools	3	3	—
Total-	43	23	20

Total Students-291

GREENSBORO COLLEGE
(Bulletin of 1928-29)

	Credits	Semester I	Semester II
1. Composition (Required of freshmen)	6	3	3
2. English Literature (Required of sophomores)	6	3	3
3. The Rise and Development of the Drama	3	3	—
4. Shakespeare	3	—	3
5. Nineteenth Century Poetry	6	3	3
6. American Literature	6	3	3
7. English Literature in the Sixteenth Century	6	3	3
8. The Materials and Methods for Teaching English	6	3	3
9. Journalism	6	3	3
10. English Literature in the Seventeenth Century	6	3	3
Total-	54	27	27

Total Students-352

GUILFORD COLLEGE
(Bulletin of 1927-28)

	Credits	Semester I	Semester II
1. Freshmen English Composition	6	3	3
2. Survey of English Literature (Required of sophomores)	6	3	3
3. Romantic Movement, and Tennyson and Browning	6	3	3
4. Nineteenth Century Prose Writers	3	3	—
5. American Literature	3	—	3
6. Shakespeare	6	3	3
7. Argumentation and Debating	3	3	—
8. Practical Writing	3	—	3
9. Anglo-Saxon	3	3	—
10. Beowulf	3	—	3
11. Journalism	3	—	3
12. Contemporary Literature	3	—	3
13. General Literature (Required of all sophomores)	3	3	—
Total-	51	24	27

Total Students-280

LENOIR RHYNE COLLEGE
(Bulletin of 1928-29)

	Credits	Semester I	Semester II
1. Rhetoric and Composition (Required of all freshmen)	6	3	3
2. History of English Literature	6	3	3
3. The Romantic Movement	3	3	—
4. Victorian Literature	3	—	3
5. The English Novel	3	3	—
6. Recent English Literature	3	—	3
7. Shakespeare	6	3	3
8. Old English	3	3	—
9. Chaucer	3	—	3
10. American Literature before 1870	3	3	—
11. American Literature since 1870	3	—	3
12. The Short Story	3	3	—
13. Milton and the Puritan Age	3	—	3
14. English G (Literature for the grammar grades)	2	2	—
15. English P (Literature for the primary grades)	2	2	—
16. Methods and Materials for Teaching High School English	3	3	—
Total-	55	31	24

Total Students-364

MEREDITH COLLEGE
(Bulletin of 1938-1939)

	Credits	Semester I	Semester II
1. Freshmen English	6	3	3
2. Outline History of English Literature (Required of sophomores)	6	3	3
3. English Composition (Advanced)	2	1	1
4. Shakespeare	6	3	3
5. Advanced Writing	6	3	3
6. Milton and His Contemporaries	6	3	3
7. Old English	6	3	3
8. English Poetry of the Nineteenth Century	6	3	3
9. The Principles of Literary Criticism	6	3	3
10. American Literature	6	3	3
11. Chaucer	6	3	3
12. Eighteenth Century Prose	3	3	—
13. The Teaching of English	3	—	3
Total-	68	34	34

Total Students-551

NORTH CAROLINA COLLEGE FOR WOMEN
(Bulletin of 1927-1928)

	Credits	Semester I	Semester II
1. Freshman Rhetoric and Composition	6	3	3
2. Points of View for College Students (Required of all freshmen)	2	1	1
3. Literature and Composition (Required of sophomores)	6	3	3
4. Pantomimic Action	2	—	2
5. The Speaking Voice	4	2	2
6. Public Speaking	3	3	—
7. Argumentation and Debate	3	—	3
8. Rhetoric and Composition	6	3	3
9. The Writing of News	2	2	—
10. The Editing of News	2	—	2
11. Creative Writing	4	2	2
12. Play Production	6	5	5
13. Play Writing and Advanced Production	6	3	3
14. Dramatic Expression and Interpretative Reading	4	2	2
15. Chaucer	3	—	3
16. The Plays of Shakespeare	2	2	—
17. English Drama	3	—	3
18. Shakespeare	4	2	2
19. Milton	3	3	—
20. Romanticism in English Poetry, 1780-1805	3	3	—
21. The Later Romanticists, 1805-1825	3	—	3
22. British Poets of the Nineteenth Century	4	2	2
23. The Novel	3	3	—
24. The Contemporary Novel	3	—	3
25. Spenser and the English Renaissance	3	3	—
26. Nineteenth Century Prose: The Essay	3	—	3
27. American Literature	6	3	3
28. American Literature since 1880	3	—	3
29. Seminar in American Literature	2	1	1
30. Contemporary Poetry	4	2	2
31. Prose Studies in the Eighteenth Century	4	2	2
32. Interpretation of Literature	4	2	2
33. The Teaching of Literature in the grammar grades	3	—	3
34. Materials and Methods in High School English	3	3	—
35. The Writing of Verse	4	2	2
36. The Literary Study of the Bible	4	2	2
37. Poetry of Kipling and Masefield	1	1	—
38. Poetry of Mrs. Browning	1	—	1

NORTH CAROLINA COLLEGE FOR WOMEN-Continued
(Bulletin of 1927-1928)

	Credits	Semester I	Semester II
38. The Prose and Poetry of Matthew Arnold	1	—	1
40. Studies in the Novel	2	1	1
41. Chief European Dramatists	3	3	—
42. Studies in Modern Drama	3	—	3
43. The Short Story	3	—	3
44. Representative American Plays	3	3	—
45. History of the Theatre	2	2	—
46. Philosophy and Literature	6	3	3
47. Eugene O'Neill and the Experimental Theatre	1	1	—
48. Plays of George Bernard Shaw	1	—	1
Total	157	78	83

Total Students-1694

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING
(Bulletin of 1928-1929)

	Quarter Credits	Equivalent in Sem. hrs.	Quarter I	II	III
1. Freshmen Rhetoric and Composition	9	6	3	3	3
2. Rhetoric and Composition (Repeats freshman course)	6	4	—	3	3
3. Review of Rhetoric and Composition	6	4	3	3	—
4. Business English	3	2	3	—	—
5. Technical Writing	3	2	—	3	—
6. The Essay	3	2	—	3	—
7. The Short Story	3	2	—	—	3
8. Survey of English Literature	9	6	3	3	3
9. Survey of American Literature	6	4	3	3	—
10. Southern Writers	3	2	3	—	—
11. Victorian Poetry	3	2	—	3	—
12. The Bible as Literature	3	2	—	—	3
13. History and Principles of Journalism	3	2	3	—	—
14. Newspaper Reporting	6	4	—	3	3
15. Feature and Editorial Writing	3	2	—	3	—
16. Advanced Journalism	3	2	—	—	3
17. Agricultural News Writing	3	2	3	—	—
18. Industrial News Writing	3	2	3	—	—
19. Advertising Copy	3	2	—	—	3
20. Public Speaking	3	2	—	—	3
21. Extempore Speaking	3	21	—	3	—
22. Parliamentary Practice	2	1 1/3	—	2	—
23. The English Novel	3	2	3	—	—
24. Modern Drama	3	2	—	3	—
25. The Development of the Drama	3	2	—	—	3
26. Shakespeare	3	2	3	—	—
27. The Romantic Period	3	2	—	3	—
28. Victorian Prose	3	2	—	—	3
29. Contemporary American Literature	3	2	—	—	3
30. Copy-Reading, Make-Up, and Editorial Practice	12	8	4	4	4
31. Newspaper Management	3	2	—	3	—
32. Argumentation and Debate	6	4	3	3	—
33. Persuasion	3	2	—	3	—
34. Public Adress	3	2	—	—	3
35. Methods of Teaching English	3	2	—	—	—
Total-	140	93 1/3	40	54	43

Total Students-1621

Note: Throughout this paper the hours given are semester hours, not quarter hours.

[illegible] COLLEGE
(Bulletin of [illegible])

	Credits	Semester I	Semester II
1. Theory and Practice (Required of Freshmen)	6	3	3
2. Writing for Publication	2	1	1
3. A Survey of English Literature from Beowulf to Conrad	6	3	3
4. Shakespeare	6	3	3
5. The English Novel	6	3	3
6. American Literature	6	3	3
7. Romanticism in Poetry	6	3	3
8. The Essay in English	6	3	3
9. Modern Drama	6	3	3
10. A Survey of Literary Criticism from Sidney to Faber	6	3	3
11. Old English	6	3	3
12. Methods of Teaching English in the Secondary Schools	6	3	3
13. Study of the Development of Middle English Sounds	6	3	3
Total-	74	37	37

Total Students-240

UNIVERSITY OF NORTH CAROLINA
(Bulletin of 1928-29)

	Quarter Credits	Equivalent in Sem. hrs.	Quarter I	Quarter II	Quarter III
1. Freshmen English	15	10	5	5	5
2. Composition (Freshmen)	18	10	6	6	6
3. Composition (Students conditioned in English composition)	0	—	—	5	—
4. English Literature	15	10	5	5	5
5. Composition (Sophomore)	5	3-1/3	—	—	5
6. Composition for Engineers	6	3-1/3	3	3	—
7. Public Speaking for Engineers	3	1-2/3	—	—	3
8. Advanced Technical Composition	12	10	4	4	4
9. Literature for Engineers	3	1-2/3	1	1	1
10. Dramatic Interpretation	9	5	3	3	3
11. Public Discussion and Discourse	9	5	3	3	3
12. Business Correspondence	15	10	5	5	5
13. Advanced Composition: Exposition	5	3-1/3	5	—	—
14. Advanced Composition: Essay and Verse Writing	5	3-1/3	—	—	5
15. Advanced Composition: The Short Story	5	3-1/3	—	5	—
16. Play Writing	15	10	5	5	5
17. Acting	5	3-1/3	5	—	—
18. Production	5	3-1/3	—	5	—
19. Theatre Arts	5	3-1/3	—	—	5
20. Shakespeare: The Comedies	5	3-1/3	5	—	—
21. Shakespeare: The Tragedies	5	3-1/3	5	—	—
22. Reading Course	9	5	3	3	3
23. Victorian Literature	10	6-2/3	5	5	—
24. American Literature	10	6-2/3	—	5	5
25. The Nineteenth Century Novel	5	3-1/3	5	—	—
26. Recent English Literature	5	3-1/3	—	5	—
27. The Contemporary Novel	5	3-1/3	—	—	5
28. English Literature of the Renaissance	5	3-1/3	5	—	—
29. The Elizabethan Drama	10	6-2/3	5	5	—
30. Milton	5	3-1/3	—	—	5
31. Shakespeare: Historical and Critical Problems	10	6-2/3	5	5	—
32. English Literature, 1616-1700	5	3-1/3	5	—	—
33. English Literature, 1700-1780	5	3-1/3	—	5	—
34. English Literature, 1780-1830	5	3-1/3	—	—	5
35. American Literature, 1870-1900	5	3-1/3	—	5	—
36. The Romantic Movement in American Literature	5	3-1/3	—	5	—
37. Early American Literature	5	3-1/3	5	—	—
38. Comparative Drama	5	3-1/3	—	5	—

UNIVERSITY OF NORTH CAROLINA-Continued

	Quarter Credits	Equivalent in Sem. hrs.	Quarter I	Quarter II	Quarter III
39. Nineteenth Century Drama	5	3-1/3	—	—	5
40. Modern Drama	5	3-1/3	—	—	5
41. Restoration and Eighteenth-Century Drama	5	3-1/3	5	—	—
42. Literary Criticism	5	3-1/3	—	—	5
43. Old English: Introductory Course	5	3-1/3	—	5	—
44. Middle English: Chaucer	5	3-1/3	—	—	5
45. Materials and Methods of Teaching High School English	15	10	5	5	5
46. Directed Teaching of High School English	15	10	5	5	5
47. Medieval Romance in English	5	3-1/3	—	—	5
48. Studies in Old English Literature: Beowulf	5	3-1/3	5	—	—
49. Studies in Middle English Literature	5	3-1/3	—	5	—
50. Middle Irish	5	3-1/3	—	5	—
51. Seminar: Studies in Nineteenth Century Romanticism in England	5	3-1/3	5	—	—
52. Seminar: Studies in Nineteenth Century Romanticism in America	5	3-1/3	—	5	—
53. Seminar: Studies in Victorian Literature	10	6-2/3	—	5	5
54. Play Writing, Advanced Course	15	10	5	5	5
55. Seminar: Methods	6	3-1/3	3	3	—
56. Special Readings	0	—	—	—	—
57. Special Research	0	—	—	—	—
Total-	395	258-1/3	131	146	123

Total Students-2800

Note: Throughout this paper, reference to hours is always to semester hours, not quarter hours.

WAKE FOREST
(Bulletin of 1927-28)

	Credits	Semester I	Semester II
1. Review (For deficient freshmen)	0	3	—
2. Freshman Composition	6	3	3
3. Composition (For those who need further instruction)	4	2	2
4. Survey of English Literature	6	3	3
5. American Poetry	3	3	—
6. American Prose Writers	3	—	3
7. Romantic Movement in English Poetry	3	3	—
8. The Victorian Poets (with special attention to Browning, Tennyson, and Arnold)	3	—	3
9. Shakespeare	3	3	—
10. Literature from 1600-1660 (with special attention to Milton)	3	—	3
11. Anglo-Saxon	3	3	—
12. Middle English (Chaucer and the development of the language)	3	—	3
13. Advanced Composition	4	2	2
14. Public Speaking	6	3	3
15. Argumentation	6	3	3
16. Journalistic Writing	4	2	2
17. Prose Fiction	4	2	2
18. The English Critical Essay	4	2	2
19. Contemporary Literature	4	2	2
20. The Teaching of English	3	—	3
Total-	75	39	39

Total Students-700

Summary and Recommendations

In the first part of this paper we found just what training the prospective high school English teacher should have according to the opinions of certain leading instructors of high school English teachers. These men and women, who for years have been training high school English teachers, gave the concerted judgment that such teachers of the mother tongue in the secondary school should have a mastery of the English language, oral and written; should know at least one foreign language; should be thoroughly versed in philology, Old English, and Middle English; and should be steeped in literature. The last two items were considered of especial importance. In knowledge of literature the prospective English teacher should see the movements and periods stretching from Beowulf up to the present day, with the writers and characteristics of each period clearly in mind. In general these specialists say: Give the prospective English teacher a classical education; give him training in linguistics.

In the second part of this paper we made a careful inspection of the study made by M. C. S. Noble, Jr.; from it we discovered what training high school English teachers actually have and how they come from college equipped for their work. As a result we found that too great a portion of the college student's time is taken up in the professional field; and the remaining work, done in the

academic field, do not have proper emphasis on the linguistics. The foreign languages have been rather neglected, the history of the language, considered so important by those leading instructors consulted, has been wholly neglected. Too few teachers have had survey courses in English and American literature.

In part three we glimpsed hurriedly the opportunities for the training of the prospective high school English teacher in several noted colleges and universities chosen to represent the several sections of the United States.

The fourth part gives the actual opportunities in the state of North Carolina for the training of its English teachers. These opportunities were determined through a detailed study of the catalogues issued by the four colleges of North Carolina. From the study, it was found that too few schools offer courses in the history of the language, that many schools neglect certain periods of literature altogether, that many schools offer comparatively too few courses in English, and that too much education is required.

In the light of these several investigations, it is clear that the actual training of the high school English teacher in North Carolina is not that training recommended for him by those specialists in the field of English teacher training. Before the actual training can be identical with that prescribed, it will be necessary

for some sweeping changes to be made in the opportunities for training. These changes must necessarily affect both the state requirements for a teacher's certificate and the English offerings in the curriculums of North Carolina colleges.

What modifications should be made in the state certification laws? First, the number of required professional hours should be decreased rather than increased as was done by this latest certification law. To teach English in high school, according to the new law, one must take twenty-one hours in education and twenty-four hours in English. Twenty-one hours in education represent nearly one sixth of the entire college work; they make up seventeen and one half per cent. of the total one hundred twenty hours required for graduation. The English requirement represents one fifth of the entire college work and is twenty per cent. of the total requirement in hours. There is a difference of only three semester hours between the two requirements. Surely, the professional requirement is too great; less time should be spent on the subject of education and more time on the study of English, itself. Second, the number of required hours in English should be increased to include credit in the history of the language. The law should be definite in its requirement that the prospective English teacher know the history and the literature of the English language from Anglo-Saxon times to the present day.

What changes should be made in the English offerings of North Carolina colleges? First, every four year college in the state that claims to train students for the teaching profession should give a course in philology, one in Old English, and one in Middle English. Of these, at least philology and Old English should be required of those students majoring in English for a teacher's certificate. Second, all the movements and periods of English literature should be represented in the curriculum of each college. Each prospective English teacher should be required to so choose his English courses that at the end of his four years of training he will have an acquaintanceship with all of the great periods of literature, knowing the characteristics and chief writers of each period. To tie up these movements and to see them in their proper relationship, he should be required to take general survey courses in both English and American literature. Third, the general English offering in at least two thirds of the eighteen four year colleges in North Carolina should be enriched. In proportion to the number of students they enroll, many of the colleges present far too few courses in English. Especially in the literature courses should there be greater variety and enrichment.

The above two paragraphs give the recommendations which I consider pertinent regarding the training and equipment

of the high school English teacher in the state of North Carolina. In general they might be stated: The amount of education now required should be decreased; a knowledge of the history of the language should be required; every four year college curriculum should contain courses in philology, Old English, Middle English, period literature, and survey courses in American and English literature; and college English offerings in general should be of greater variety, breadth, and richness.